

Table of Contents

[Cheyenne McCarthy](#)

[Tyler Michaud](#)

[Ashley Godbout](#)

[Matt Potter](#)

[Meghan Hughes](#)

[Christopher Vogel](#)

[Michael Diffin](#)

[Ashley Libby](#)

[Cole Phillips](#)

[Tyler Brown](#)

[Devin Boilard](#)

1. Click on edit this page.
2. Use the down arrow on your keyboard to get the cursor underneath the horizontal bar.
3. Type your name, highlight your name and then select Heading 3 at the top.
4. Copy and paste your reflection underneath your name.
5. Insert a horizontal bar under your reflection.

Cheyenne McCarthy

This chapter(ten) of Multiple Intelligences in the Classroom tackled the debate of standardized testing versus authentic assessment. I, personally, do not like standardized tests, I somewhat despise them. The book gave a great example of why exactly I do dislike standardized tests so much. On page 136, an example is given of a standardized test question format compared to a more authentic question format. The question was, "Choose the word that best describes Huck Finn in the novel:" it then went on to list four possible choices of an answer, one of which I am sure no high school student has ever heard of, because I myself have never heard anyone use it either. It also gave two answers that most likely could be

used to describe Huck Finn and one answer that is easy to identify as the wrong answer. It is like we set the student up for failure. The authentic assessment examples are given in such a way that students have an option in which they can demonstrate their understanding. Why not allow this for every student every time we test? The word test seems to scare some students, and the fact that so many things rely on these so called test scores. I can think of a few teachers who made it out to be that if I didn't do amazing on my SATs that I would not get into to college and therefore I would not get a well-paying job, and therefore, I would basically be working at a fast food joint for the rest of my life. I believe that many teachers have told many students this and it is time it has stopped. Mastery should be demonstrated in whichever way a student feels comfortable, this is because mastery is to know an art or skill form; would you take a standardized test over how to draw? No, you would draw something.

Tyler Michaud

The tenth chapter of *Multiple Intelligences in the Classroom*, by Thomas Armstrong, focused on the usage of multiple intelligence theory in regard to assessments. This chapter was full of so much information that I love as somebody who is averse to standardized testing. In a multiple intelligence theory practicing classroom various forms of instruction and activities are the core of the class, what about assessments? It makes very little sense to emphasize creativity and individuality if the assessments are going to be cut-and-dry standardized exams; additionally, it could even confuse or discourage the students as these exams generally take either a linguistic or logical approach. So then how should teachers assess their students? Authentic assessments are much more accessible to all learners, they emphasize real-world application. Instead of the unnatural individually-given and timed pen-and-paper test allow students to take the initiative to present what they have learned in the medium of their choice, if it meets the standards than why not? By allowing this kind of approach it will also help alleviate students' testing anxiety. I feel like a broken record. If you have read my other posts on assessments I am positive that it is evident that I detest standardized testing for its narrow outreach. I truly believe that allowing individual approaches in the classroom is key to efficient learning; also, by allowing students to make connections to themselves and their interests it will create a more passionate environment in which learning is welcome.

Ashley Godbout

Chapter 10 introduces authentic assessment and the effectiveness of implementing it into the classroom. Authentic assessments allow students to show what they've learned in context. This means they are demonstrating their knowledge how it would be applied in the real world. I like the idea of authentic assessment verses standardized testing because it focuses on students' strengths and what they can do rather than the opposite. The book notes there are the two important elements that must be included in implementing authentic assessment which include observation and documentation. Ideas of documentation of student work include, anecdotal records, work samples, audio files, video, photography, student journals, informal assessments, and student interviews. In the beginning chapters of this book we learned that any instructional concept can be taught in at least eight different ways and now have learned that any subject can be assessed in all eight intelligences. "[There is a] need to provide students with assessment experiences that include access to a variety of methods of presentation (input) and means of expression (outputs) (140)". This is so important because students who are bodily kinesthetic for example

aren't going to be able to sit down for 70 minutes with paper and pencil and show mastery in a subject. Given the opportunity to express themselves by building something, acting out a scene, or making a video they will be able to express mastery and understanding through assessment. The ending of the last paragraph sums up this chapter (and possibly the entire book) perfectly – "...assessment experiences and instructional experiences should begin to appear virtually indistinguishable." Our students shouldn't think test days are "judgment days" and if they do then we aren't doing our job correctly. Assessments should be an opportunity for students to learn and grow.

Matt Potter

Chapter ten talks about ways we test, and assess or students. If we change our development ways in which teach our students we can create a better experience for our students, and also increase the success of our students. Over time we as teachers can actually make our students smarter. No Way!! We do this by not only improving their knowledge, but by increasing their abilities to test. MI assessment projects, and assessment in eight ways were a big portion of this chapter. This section gave me some great ideas in which I plan to use in my classroom someday. Overall these section bettered my understandings pertaining to why it is important to test our students should be tested in multiple ways. One suggestion I found to be very useful was Gardner's idea to develop MI portfolios for each student. This will help the student realize the importance of developing all eight multiple intelligences.

Using all this information in my classroom will bring some difficulties. As a Math teacher these things don't always come into play; however, this does not mean they aren't relevant. Test is very applicable in this area as a teacher. I will be able to assess my students in many different ways pretty easily. Student success is a huge goal of mine, as it should be for all teachers. By assessing my students differently success will come. I will provide my students with assessment that they are readily able to achieve. They will be able to focus on the content of the test and not the layout, or wording. I ultimately want them to beat the test, not have the test beat them.

Meghan Hughes

It is extremely difficult to successfully assess all students. One single test does not do justice to take into account the abilities and knowledge of students in all areas. In order to successfully test students, there must be a dramatic change in the methods we use to test students. The writer says, "MI theory proposes a fundamental restructuring of the way in which educators assess their students' learning progress" (130). Although it may be difficult, it is important to focus on a student's progress. There are several ways to keep track of student's individual progress throughout the course of a year, or even a short period of time such as a unit. Some ideas for keeping track of this progress include, charts, folders, and portfolios. Not only is it important for the teacher to keep track of progress, but it is also important for the students to understand how his/her ability has progressed throughout the learning process. Fostering strong relationships will also help to foster the growth of learning during the process. The author suggests doing interviews with students throughout the learning process. Meeting with students throughout the process to discuss progress will not only help you to understand their thoughts and feelings about their progress, but it will also help them to understand the expectations and processes they will need to go through to be successful.

Christopher Vogel

Chapter 10 focuses on how to use Multiple Intelligences to assess student learning. MI greatly varies in how it is standardized testing. MI focuses more on student growth compared to themselves rather than their current state and the nation as a whole. The chapter also goes into gathering information on a student and their performance inside and outside of class. I like this approach to assessing a student and it seems similar to the portfolio idea that P-12 and C-120 push. Instead of the assessment project brought up in the reading we used across multiple grades. This seems like a great idea for teachers to better track student growth as well as individual strengths and how students learn. There is also the thought that MI is designed to be a diagnostic tool to help teachers understand where students are in their learning and where they need to go. However, with the way the assessment is designed it seems like it is more of a standardized test. Using MI to assess also means that teachers are not just assessing a student's skills but also their personality. With some students they prefer the traditional method, the chapter gives several suggestions to assess students using their personal MI. MI is also the idea about portfolios as a way to assess students. I like the thought about how portfolios only assess one student's strengths and talents intelligences. I like that in the future students can use their own portfolios to help them learn and grow.

Michael Diffin

MI makes a very good point right from the beginning, if we are to ask the kids to learn in all of these ways than we should ask them to show us what they learned in these ways. We always end up doing the opposite though. We ask the students to learn all these ways and then ask them to show us that they learned in the same way that we have always done it. They are expected to show us they have learned by sitting down and writing it out like they always have. There are however many different ways to assess people, especially encompassing the multiple intelligences. It ends up helping the students more if they are graded through a much less formal process, a process that seeks to prove genuine understanding and or genuine learning and sometimes these cannot be shown through only standardized tests. There are also always different ways to change the lesson so that all the students can learn from it. It is important to teach the lessons as many ways as possible but there is no way to teach in every form every time but it is important to give as many different types of assignments that they may choose from, you could always give them options. It is also a good idea to develop a multiple intelligences portfolio to keep track of their developments.

Ashley Libby

This chapter focused on how to assess using the MI theory and it introduced authentic assessment. It showed a variety of ways to show the documentation of the student's progress through authentic assessment. Some of the ways included; Anecdotal records, work samples, photography, informal assessments and standardized tests, interviews, etc. Standardized tests usually have strict rules that allow for no talking and the students must answer the questions the exact same way. It does not allow for much wiggle room but having an MI assessment lets the students to be assessed eight different ways according to their Multiple Intelligence. This way the students will be able to show if they truly have mastery or not because they are being assessed through the way in which they strive the best. "If a student learns primarily through picture, yet is exposed only to the printed word when learning new material, then she will probably not be able to show mastery of the subject." (Pg 140).

As a teacher I have to teach according to each student's Multiple Intelligence's so that they can get the most out of my classroom. If I teach using the MI theory, then why would I test using a standardized test that only helps those students that like fill in the bubble and sit down tests? It is unfair to the rest of the students that know the material but have a hard time explaining it unless they can draw a picture of vocalize their mastery. Having multiple ways to fully assess my students will show a more realistic view of if they have been truly learning and mastering what has been taught to them. It helps them strive.

Cole Phillips

Chapter ten of Thomas Armstrong's *Multiple Intelligences in the Classroom* focuses on applying concepts

of Multiple Intelligence to assessment, and knowing how best to assess all manners of student. Armstrong makes the point that it is difficult, if extremely, to assess students because every one of them is different and every one of their intelligence styles is different. For these reasons, Armstrong suggests creative approaches to assessment, positing the incorporation of charts, portfolios, and the like to monitor progress and truly understand the level of comprehension and work ethic on the student's part. Armstrong offers such a focus, in fact, on understanding student progress that he suggests regular meetings with them, whether throughout a unit or throughout the year, to understand where they're coming from, what they've learned from their point of view, and to know where exactly to go next. Ultimately, all of these factors account for the creation of a test driven by the facets of Multiple Intelligence theory, and serve to dissuade use of standardized testing in the classroom. Standardized testing, while suggesting itself, through name, as being standard for any and all students, is becoming viewed as such less and less with every year in which it is implemented. In order to best serve students, and to properly assess their directions, we must effectively administer testing by accounting for differentiation and implementing theories of multiple intelligences to appeal to the testing preferences of all students while still yielding proper results from all.

Tyler Brown

The more I read about alternatives to cut and dry standardized testing the better I feel about the emerging reformations in the field of education. If we are to implement MI theory to other aspects of learning and development, then why should we lose focus of appealing to multiple intelligences when it comes time to assess? By offering different types of questions that will appeal to different learning styles on an exam, it offers each student the ability to demonstrate their knowledge at their highest potential. Much like what was discussed in chapter 6 of FIAE, allowing multiple options makes students feel as though they have more control over the outcome of their assessment and releases a certain amount of anxiety that they may feel about taking the test. When students are given the reigns they are more relaxed and comfortable which, in turn, gives educators and more valid depiction of their abilities. The "celebration of learning" contract in the midst of the chapter was a particularly exciting idea. It is a great way to differentiate instruction and assessment that does not make things more complicated or difficult for either the students or the teacher. I will definitely save this chapter in my own portfolio to remind myself of these practices when I go back into the field this semester, begin student teaching, and begin my career post-graduation.

Devin Boilard

Chapter 10: MI Theory and Assessment

Written testing in all its forms has been the go-to tool for assessment in our education system for quite a period. Not till quite recently have we become aware of how our nations reliance on test taking has limited the ability generations of students have had to express their knowledge of content. While students grasp the ideas, their test scores reflect otherwise. This creates frustration and confusion for students whose continued interactions with tests is a reflection of incompetence.

Chapter 10 of *Multiple Intelligences* acts as the answer to this debacle. The core of MI theory and assessment is that it allows students to communicate their knowledge of a topic without the hindrance of factors which might interfere with them doing so. For instance a student who has limited writing skills

might fully understand the effects the Enlightenment Era had on the start of the French Revolution; however if I ask them to write me an essay on the topic, their lack of writing ability could influence me to conclude that they don't understand the connection between the two. They would in fact know the content but their grade would reflect otherwise – Fail. Rather I should allow the student use whatever intelligence they are most capable of using to express themselves, in this instance if that intelligence is verbal I shall allow for a verbal recitation of the information. In essence the end goal is to show evidence of mastery no matter the platform.

MI theory is a two-fold process, half instruction, and half assessment. When MI theory is done right the two work in harmony. By incorporating each of the eight intelligences into your curriculum, you in-turn incorporate assignments that allow for reflection of learning in that style. In addition this process requires the assigning of a handful of projects, giving the teacher numerous opportunities to assess learning and better evaluate. As noted in the chapter, it is equally as important for there to be variation in the mediums we assess for evidence of learning. In a classroom where MI theory is successfully implemented evidence of learning should be expressed through the use of pictures, videos, audio, and written notations to name some of the more accessible options; each gives a broader view of a particular ability within an intelligence.

Lastly, the topic of portfolios arises and again I am reassured of their importance in the classroom. I especially enjoyed the inclusion of *The Five C's of Portfolio Development* (celebration, cognition, communication, cooperation, and competency); their guidelines help to clearly define purpose, which allows for a better-directed and complete portfolio.
